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THE PROBLEM OF RECRUITMENT.

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TO BEGIN THE TEACHER SELECTION PROCESS MUCH EARLIER THAN THE SENIOR YEAR OF COLLEGE, THE PERSONNEL DIVISION OF THE DETROIT SCHOOL SYSTEM SPONSORS CLUBS OF FUTURE TEACHERS RANGING FROM THE ELEMENTARY THROUGH THE JUNIOR AND SENIOR HIGH SCHOOLS. OVER 4500 PUPILS ARE IN 161 LOCAL SCHOOL UNITS WITH AN AVERAGE SIZE OF 25-30 MEMBERS. ACTIVITIES INCLUDE--(1) CADET TEACHING AND TUTORING, AND (2) AID IN PLANNING FOR COLLEGE (AT THE ELEMENTARY LEVEL VISIT TO A METROPOLITAN UNIVERSITY, AT THE SECONDARY LEVEL CONCENTRATION ON SPECIFIC PLANS FOR UNIVERSITY ENROLLMENT). SUGGESTIONS FOR FURTHER DEVELOPMENT OF PRECOLLEGE RECRUITMENT PRACTICES INCLUDE THE UTILIZATION OF--(A) LITERATURE AND GUEST SPEAKERS TO SENSITIZE HIGH SCHOOL SOPHOMORES TO CHANGING TEACHER ROLES AND RESPONSIBILITIES, (B) TEACHER AIDE AND WORK-STUDY EXPERIENCES READILY APPLICABLE TO THE FUTURE TEACHER'S WORK, AND (C) CONFERENCES AND CITY MEETINGS TO PROVIDE FOR SHARING OF EXPERIENCES IN DIFFERENT TYPES OF SCHOOLS. NEW RECRUITMENT PRACTICES AT THE COLLEGE AND UNIVERSITY LEVEL SHOULD BEGIN IN THE FRESHMAN YEAR. SCHOOL SYSTEMS SHOULD PROVIDE A COORDINATOR TO HELP THE PROSPECTIVE TEACHER BY--(I) SUGGESTING SHORTAGE AREAS, (II) PROVIDING CHILD-STUDY OPPORTUNITIES THROUGH CLASSROOM VISITS, AND (III) SECURING EMPLOYMENT IN YEAR-ROUND YOUTH GROUPS. FINALLY, DEVELOPMENT OF INTERNSHIP PROGRAMS IN GREATER DEPTH IS SUGGESTED. (AW)

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TEACHER SELECTION METHODS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BOARD OF EXAMINERS
Board of Education of
The City of New York

New York, New York

The Problem of Recruitment

Albert Schiff

Detroit Public Schools

At the time of this writing, the author was awaiting the results of last minute frantic Labor Day week-end recruitment efforts of our personnel staff to enlist the aid of qualified teachers in the greater Detroit metropolitan area to return to teaching and in some measure alleviate the teacher shortage--which in mid-August was over 600 vacancies in our elementary and secondary schools. We had just two weeks earlier made special appeals through the media of television, radio, and the press to enhance our efforts.

Some solace was found when he learned that other cities were in the same difficulty. The New York Times of September 4, 1966, reported that teacher scarcity in the public schools of our nation was the most critical in a decade. Its editorial of the same date stated that many factors had contributed to the scarcity. This was well known to school people throughout the country. But the editorial emphasized that educators ought to re-examine the supply lines in the light of their broadened mission. In brief, it noted that if present training facilities were numerically and qualitatively inadequate, then they must be reorganized, reformed, and augmented by new types of institutions, probably with federal assistance.

The gauntlet has been thrown to educators indicating that we should use the teacher shortage not as an excuse which besets many school systems--but rather should signal the need for a nationwide analysis of teacher training and teacher utilization so that all levels of education can be assured of a steady flow of high quality instructors.

This is the crux of the entire area governing teacher selection and should pinpoint the direction we pursue for the future. For the most part, large city school systems set up screening devices and techniques to "weed out" the less qualified and less desirable teacher candidates who have already graduated from teacher training institutions. Boards of examiners and other personnel officials set up programs of testing, interviewing, examination of credentials, etc.--at great expenditure of funds--to insure that their school systems do not employ teachers who can give less than quality education to their students. This is deplorable especially at a time when staffs of this nature could be devoting their time and energy in working out newer and better ways and means of selecting teachers for the present and future.

At a recent seminar devoted to high priority areas in school personnel administration[1]--one of the speakers suggested that in the post-war years we haven't been too concerned with selection because of the acute teacher shortage and predicted that this would soon change. In fact, he quoted a personnel director of one of the California areas who said he wasn't quite sure that things would be any easier once there is an adequate supply of teachers. He felt he would find himself getting into more trouble when there are several teachers to choose from than when he was just lucky to get a position filled. I cannot share this optimistic view as it relates to large city school systems. In Detroit, for example, even if sufficient funds were available for the employment of teachers we need--it would be necessary for us to find approximately 2,000 teachers annually for the next several years to (1) maintain and expand current services, (2) provide for the normal leaves of absence, retirements, and resignations, (3) make provision for additional compensatory teaching staff in the lower socio-economic areas of the city, (4) provide for the expansion of the Federal Programs which augment and enhance our school program. These reasons, coupled with the potential loss of many male students who are being classified to I-A under current Selective Service requirements, convinces me and many others that the normal channels of teacher education--e.g., the four-year accredited teacher-training institution will not be able to meet the needs of our large city school systems in the latter decade of the sixties and the coming seventies.

Standards and Procedures for Teacher Selection

Standards for school personnel administration were clearly delineated in a bulletin issued by the American Association of School Personnel Administrators in 1960.[2] This bulletin stated that whether selection is the outcome of a carefully designed inquiry and evaluation or is based upon less thoroughly developed processes, certain facts should be known about a candidate prior to his initial appointment.

1. Investigation and Screening - The amount of information available on each candidate during the screening process determines the completeness of the preliminary picture of his abilities and has to represent what is

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[1] High Priority Areas in School Personnel Administration: Bridging the Gap Between Research and Practice. Edited by Harold E. Moore. Bureau of Educational Research and Services: Arizona State University, 1965.

[2] Standards for School Personnel Administration. American Association of School Personnel Administrators. The Association, 1960.

known about him. It becomes the foundation upon which a superintendent justifies his recommendation for initial or for probationary appointment.

a. The selection procedure is uniformly applied to every candidate prior to his appointment. The selection procedure is essentially the same for all candidates.

b. Prior to appointment to a position, information is on file showing the candidate's standing in:

   (1) Subject area competence.

   (2) Cultural knowledge in such other areas as constitute the school curriculum, e.g., English, science, mathematics, social studies, and such related areas as foreign language, arts, and music.

   (3) Professional knowledge, including history of education, child psychology and development, educational psychology, and such related areas as curriculum, guidance, tests and measurements, and methods.

   (4) Intelligence, alertness, or reasoning ability.

   (5) Physical fitness.

   (6) Mental health.

c. Written evaluations or descriptive reports on his practice teaching or full-time teaching performance have been reviewed.

d. College records are on file, including transcripts, personnel folder, and record of college activities.

e. Systematic and consistent means are used to assess "personality." Independent opinions should be recorded of at least three individuals as revealed through such sources as employment or performance records, college records of activities, and information independently solicited by the employer.

f. Ranked order score sheets or eligibility lists where used are developed from objective examinations or objective evaluations. Scores are not ordinarily influenced by letters of reference.

g. Score sheets or eligibility lists, where used, are made up of scores sufficiently reliable and valid to justify their use in promulgation of the ranked listing of candidates.

h. If scores are used to represent performance or findings and if such scores are so combined and/or weighted as to show ranked order of candidates on score sheets or eligibility lists, such sheets or lists are strictly adhered to in the employment of candidates.

2. Interview - The term interview here refers to the pre-employment interview as distinguished from an informal or introductory interview.

a. The employment interview is conducted by at least three fully certified and experienced staff members who are well acquainted with the procedures and problems of the profession.

b. Members of the interview committee represent not only the subject area concerned, but significant related areas or professional concern as well.

c. The interview is designed to enable the prospective employer to learn those things about the candidate, such as personality, manner, and point of view, which may be only partly shown by his application and supplementary data.

d. Instances where a single interviewer is authorized to employ an individual, the data collected for each applicant interviewed is inclusive and consistent. The interviewer has access to the professional opinion of at least two additional persons who know the candidate well.

3. Appointment - Initial screening and final selection culminate in the superintendent's recommending the candidate for appointment. Only the Board of Education has the legal power to make a contract with the candidate.

a. The Board of Education entrusts selection of teaching and nonteaching employees to the superintendent through his professional staff and does not enter into the professional processes of initial, probationary, and final selection.

b. The public understands and the Board of Education assures that teachers are employed for their professional ability above all other considerations.

c. Appointments are made only after all phases of the selection procedure are completed; they are then acted upon with reasonable expedition.

d. Appointments are recommended by the superintendent and are consummated by the Board of Education.

e. Appointments are made in writing and constitute binding contracts between the Board of Education and the educational staff member.

f. The contractual agreement clearly indicates the nature of the appointment, whether probationary, regular, temporary, or substitute, and designates the term of service.

g. The appointee receives a copy of the pertinent law, regulation, resolution, or appointment action governing his contractual situation.

I would like to discuss briefly the method of selection of teaching personnel for the Detroit Public Schools. However, I do wish to call to your attention that this selection procedure is done after the college or university has had the student enrolled in their respective institutions anywhere from a period of three to five years. I include the selection procedure of Detroit only as an information item--which perhaps has some features currently in operation in other cities as well.

The selection of teachers for the Detroit Public Schools is a continuous process involving the services of staff members from the schools, the Division for Improvement of Instruction, and the Personnel Division. The primary responsibility for teacher selection rests with the Personnel Division.

Beginning with the completion of application forms, the process follows step by step to a final judgment on the part of the superintendent or his Personnel Staff member as he examines evaluation summaries of candidates recommended for placement or non-placement upon the eligibility lists.

Requirements for most teachers (other than emergency substitutes, vocational day trade, and building trades apprentice teachers) are (1) a bachelor's degree from a college or university accredited by the North Central Association of Colleges and Secondary

Schools, or an equivalent agency, (2) a Michigan State Provisional or Permanent (Elementary or Secondary) or Life Certificate, (3) a satisfactory college or university record, (4) a satisfactory record of supervised or directed teaching, (5) status as a native or naturalized citizen of the United States, or an individual who has filed his declaration of intention to become a citizen, (6) a satisfactory physical examination including a report on a chest Xray.

The requirements for employment as a substitute teacher are the same as for a contract teacher, except that seniors and post-degree students who have completed their student teaching satisfactorily may be employed as emergency substitutes while they are enrolled in courses necessary to complete work for their provisional certificates.

Applicants for teaching are asked to file the following credentials: (1) Application for a Detroit Teaching Position, (2) Transcripts of college records. It is the responsibility of the applicant to file his own transcripts. The applicant should request each college or university attended to send a transcript. This is necessary because, although credits transferred from one college to another are summarized on transcripts, the actual grades earned in each course are not furnished. Student copies of transcripts may be used in making application, but official transcripts must be filed before employment, (3) Recommendation folder from college placement bureau, if available.

Applicants who do not meet the above requirements are notified of the specific reason they cannot be considered for employment. As soon as enough credentials are received on which to base a judgment, applicants can be invited to participate in the selection process, and appointments for interviews are scheduled.

Bachelor degree recipients and graduate students of local colleges and colleges accredited by the National Council for Accreditation of Teacher Education participate in a special selection procedure and may be excused from the group tests provided they satisfy conditions shown below:

Bachelor's Degree Recipients	Graduate Students
1. The candidate was in the "Upper half" of his graduating class.	1. At least 15 hours of graduate work with a mark of "B" or better.
2. A mark of "B" or better was received in directed teaching.	2. In undergraduate work, the candidate was in the "upper half" of a graduating class from an accredited college or university.

3. In undergraduate work, a mark of "B" or better was received in directed teaching.

Applicants meeting these requirements and who are recommended by their college officials may be employed on the basis of a committee interview at the Personnel Division, at a Detroit school, or at a college campus. "Upper half" applicants are usually interviewed by a committee of two, inclusive of supervisors, administrators, and/or members of the Personnel Division.

"Upper half" applicants not recommended for employment by an interviewing committee may be asked to participate in the regular selection process.

Applicants participating in the regular selection process are required to take the National Teacher Examination or a local battery of tests.

As a final step in the selection process, a meeting is scheduled with a Personnel Committee, usually consisting of a teacher and supervisor from the subject field; a principal, an assistant principal, or a consultant; a school social worker or a member of the staff of the Psychological Clinic; and a chairman from the Personnel Division. The selection committee reviews the college transcripts and recommendation folders, ratings, and test results. After the personal interview with the candidate, each member of the committee casts a secret, independent ballot rendering his judgment of the candidate.

The recommendations of the personnel committees are sent to the Assistant Superintendent and/or Divisional Director of Personnel for review and approval. His approved appointments are then presented to the Superintendent and then the Board of Education for official action. All candidates are notified of the results in writing.

Successful candidates are informed that they are placed on the eligibility list contingent upon the approval of a Medical Examiner of the Board of Education and the filing of an official transcript indicating a bachelor's degree from a university or college accredited by the North Central Association of Colleges and Secondary Schools or an equivalent agency, and a Michigan State Provisional or Permanent (Elementary or Secondary) or Life Certificate.

Candidates who meet the specific requirements for "upper half" candidates and are recommended by an interviewing committee

are approved for placement according to the date the applications and transcripts are filed. Those who are approved by an interviewing committee contingent upon satisfactory test results are placed on the eligibility list according to the date of the test. Candidates whose test results are not entirely satisfactory meet a regular teacher selection committee. If approved, the date for placement on the eligibility list is the date of the regular selection meeting. Those not classified as "upper half" candidates are placed on the eligibility list on the date they are approved by the teacher selection committee.

Applicants who are not approved to participate in the selection process and applicants not recommended for employment by selection committees who believe their qualifications have not been properly evaluated may appeal to the Teacher Selection Review Committee.

Problems Affecting Teacher Selection and Directions for the Future

This now brings us to the core of the problem. Perhaps no profession has such a rate of turnover and mortality than the teaching profession. It thus becomes apparent that we must work out techniques of selection that would identify the candidate who has a commitment to teaching and subsequently remains in the field for a lifetime career. Selection procedures--as they pertain to personnel administrators--begin with the college senior. Although our selection procedures in Detroit are perhaps as adequate as most large city school systems, I question the continuing need for teacher selection by personnel administrators of school systems when the selective process for future teachers should begin much earlier than the college student approaching his senior year.

In 1965 a special committee of the National Commission on Teacher Education and Professional Standards studied the area of the assignment and misassignment of American teachers. It discussed the entire problem of staffing the schools with effective teachers, and came to the conclusion that this was a problem interlocked with several broader issues in American life. This report briefly discussed (1) the continuing and increased competition between other professions and the schools for the services of talented individuals and competition among school districts themselves, (2) the possibility of placing the right teacher with the right students at the right time when different school districts had conflicting social or intellectual goals, (3) the lag between curriculum offered in the colleges that prepares teachers and that offered in the public schools, (4) the increasing demand for teachers and teacher organizations placing a greater burden upon administrators to satisfy teacher's demands for proper assignments, (5) the question of whether

colleges and universities offer adequate programs to prepare teachers to meet conflicting demands of the great cities and the rural areas, (6) developments in organization and technology create new and different positions for both professionals and non-professionals in the schools, (7) the influence of consolidation and reorganization of rural school districts on the preparation and proper assignment of teachers, (8) the misassignment of teachers as a result of insufficient numbers or the inertia of those who are principally concerned with assignment.[3]

The report concludes that these and other major questions do impinge and complicate the problem of staffing schools with effective personnel.

In Detroit we often are hurled the challenge--"Why can't we compete with the suburbs in terms of quality education, salary, etc.?" The sooner we face this problem realistically and indicate to all concerned that Detroit and other large cities are not suburban areas and that our teachers must reflect those ideals and characteristics which are necessary for effective teaching in a large, industrial, and cosmopolitan city--then and only then can we come to grips with certain basic procedures to be followed in the selection of our teachers for the future.

In Detroit, over the past few years, the Personnel Division has sponsored clubs of future teachers ranging from the elementary through the junior high and the senior high schools. In 1957, at the beginning of our efforts, only 12 high school clubs served 300 members. Now, over 4,500 pupils are participating in 161 local school units. An everage of 25 to 30 members is the usual size for these groups, although clubs range from as few as 8 members to 130 members.

Primary emphasis in the daily activities of club members is service to school and community. This is common to all levels. Since 1962 there has been a continuous increase in cadet teaching and tutoring which carries out a second purpose of the clubs, to familiarize students with the training, activities, and responsibilities of a teacher.

All levels explore various fields in education and help students plan for college. At the elementary level, this planning is often the simple but inspiring visit to a metropolitan university,

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[3] The Assignment and Misassignment of American Teachers. National Commission on Teacher Education and Professional Standards. National Education Association: Washington, D. C., 1965.

a goal for the future. At the secondary level such visits crystallize specific enrollment plans and concern entrance requirements, programs, costs, and facilities.

The success of Detroit Future Teacher Clubs and those across the country is apparent in reading the credentials of beginning teachers interviewed at the colleges. An increasing number list Future Teacher Club membership as an extra-curricular activity in the high school.

Recruitment for the most part now begins with college seniors and student teachers. In view of shortages and other problems that face the large city this does not supply enough qualified teachers to meet the demands of our society. Recruitment should start with great emphasis at high school sophomore level. This can be done through literature and speakers to show pupils the new role and responsibilities that teachers must face for the future. In our schools we have thousands of young people working as Teacher Aides and/or are enrolled in work-study programs and other services which provide experiences that readily lend themselves to a good start for a future teacher. This could be augmented by meetings sponsored by the personnel division through conferences and city meetings and to enable service exchange experiences in different types of schools. Such experiences, plus the raising of aspirations and expectations, would be especially valuable with Negro youth. These experiences should not be confined only to the city but should be in the entire Metropolitan area.

Even in our society--as mobile as it is in terms of changes teachers make during the course of a lifetime--the greatest source of future teachers for any city rests with the high school students in the classrooms of that city today. I hate to use an old cliche but it is so true that--"The teachers of tomorrow are in our high school classrooms today."

The selection of prospective teachers then should be continued through college and the university level beginning at the freshman year. School systems should provide a coordinator to work with teacher training colleges in their area. The aim should be to help the prospective teacher, suggest shortage areas, provide child-study opportunities through classroom visitations, teacher conferences, getting jobs as camp counselors, securing employment in year-round youth groups, aid in materials for class term papers, etc. In brief, we must extend the services provided by teacher education and educational research divisions to the end that greater cooperation can be achieved between the school system and the teacher training institutions.

One of the outstanding developments which ought to be nurtured and developed in greater depth is the internship program as an integral part of the preparation for future teachers. The internship can be extraordinarily successful not only as a training device, but also as a means of achieving a functional partnership in teacher education and public school systems.

Michigan State University, in a bulletin describing its internship program, states that if the internship approach to teacher education is going to represent a significant step forward in teacher preparation, it should be incorporated in programs designed to meet certain criteria:

1. Internship programs, to have a real impact, must be brought into the mainstream of teacher education. Unfortunately, most internship programs now operating are on the periphery and include only an insignificant portion of the students preparing to become teachers.

2. To continue as a growing edge in teacher education, such programs must be designed so the internship can be self-supporting. Many such programs presently operating are dependent upon foundation or other outside support.

3. An internship program, to be worthy of the name, must provide careful and meaningful supervision of the intern by competent clinical supervisors. Without such adequate supervision, an internship experience can be sterile and lead to little professional growth.

4. The preparation of the intern prior to internship should approximate the preparation of any other beginning teacher. In the cooperative relationship with public school systems, teacher preparation institutions must remember the first obligation of the schools is to the youngsters in the classroom, not to teachers-in-training. Therefore, interns must be well enough prepared at the time they begin teaching to provide high quality instruction.

We should look favorably upon the use of Federal funds tc help us in our search for quality teachers for the future. There is a vast untapped source of college graduates who could be encouraged to consider teaching as a career if we would provide the experience and training--while they are receiving reimbursement

during the period they are completing requirements for full certification.

Special needs of a metropolitan system demand racially integrated school staffs and training of prospective teachers to meet the needs of "deprived" and/or "disadvantaged" youth.

We call upon teacher training institutions not to recommend candidates for teaching about whom there are any questions of general intelligence, competence, personality, or other factors which preclude success in teaching. School personnel administrators have a right to assume these candidates are ready to "tackle" the rigors of a classroom given the aid of adequate supervisory and administrative staff.

I believe large city school systems will need to modify rigid teacher recruitment and selection procedures to alleviate the teacher shortage by the adoption of temporary stop gap measures--while still attacking the problem of effective long range programs.